

W G SANDERS MIDDLE

136 Alida St.
Columbia, SC 29203

GRADES 6-8 Middle School

ENROLLMENT 518 Students

PRINCIPAL Demetria N. Clemons 803-735-3445

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	23	15	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

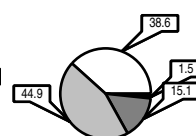
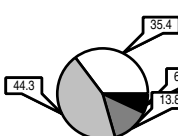
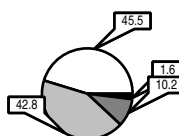
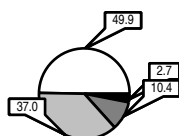
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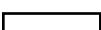
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	139	0
Percent satisfied with learning environment	76.3%	60.3%	FORMS
Percent satisfied with social and physical environment	78.4%	63.4%	LOST IN
Percent satisfied with home-school relations	60.5%	81.3%	SHIPMENT

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	505	99.0	45.5	42.8	10.2	1.6	11.8	17.6
Gender								
Male	231	98.3	56.3	35.5	6.6	1.5	8.1	17.6
Female	274	99.6	36.7	48.6	13.1	1.6	14.7	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	498	99.0	45.8	42.6	10.1	1.6	11.7	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	417	99.3	46.2	40.3	11.7	1.8	13.5	17.6
Disabled	88	97.7	40.4	59.6	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	505	99.0	44.8	42.9	10.7	1.7	12.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	505	99.0	44.9	42.8	10.7	1.7	12.4	17.6
Socio-Economic Status								
Subsidized meals	306	98.7	45.6	44.4	8.1	2.0	10.1	17.6
Full-pay meals	196	99.5	43.7	40.8	14.4	1.1	15.5	17.6

Mathematics								
All students	505	99.6	49.9	37.0	10.4	2.7	13.1	15.5
Gender								
Male	231	99.6	51.3	37.7	9.0	2.0	11.1	15.5
Female	274	99.6	48.8	36.5	11.5	3.3	14.8	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	498	99.6	50.5	36.8	10.0	2.7	12.8	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	417	99.8	49.1	36.2	11.6	3.1	14.7	15.5
Disabled	88	98.9	55.4	42.9	1.8	N/A	1.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	505	99.6	49.2	37.4	10.6	2.8	13.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	505	99.6	48.7	37.8	10.6	2.8	13.5	15.5
Socio-Economic Status								
Subsidized meals	306	99.7	52.4	34.0	11.6	2.0	13.6	15.5
Full-pay meals	196	99.5	44.5	42.2	9.2	4.0	13.3	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	159	N/A	39.6	42.2	13.6	4.5	18.2
	Grade 7	169	N/A	42.5	48.8	8.8	N/A	8.8
	Grade 8	158	N/A	49.0	39.9	11.1	N/A	11.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	98.8	36.8	43.2	16.8	3.2	20.0
	Grade 7	162	98.8	43.2	47.3	8.2	1.4	9.6
	Grade 8	170	99.4	57.4	37.6	5.0	N/A	5.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	159	N/A	50.3	36.1	8.8	4.8	13.6
	Grade 7	169	N/A	60.0	31.9	6.3	1.9	8.1
	Grade 8	158	N/A	50.6	43.5	5.2	0.6	5.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	100.0	35.9	39.7	21.2	3.2	24.4
	Grade 7	162	100.0	53.1	36.1	6.8	4.1	10.9
	Grade 8	170	98.8	62.1	35.0	2.1	0.7	2.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 518)				
Students enrolled in high school credit courses (grades 7 & 8)	41.6%	Down from 61.5%	12.1%	14.4%
Retention rate	4.8%	Up from 4.2%	3.3%	2.3%
Attendance rate	97.3%	Down from 98.1%	94.9%	95.2%
Eligible for gifted and talented	13.9%	Up from 11.5%	13.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.6%	Up from 13.1%	14.6%	14.1%
Older than usual for grade	5.0%	Up from 2.8%	5.5%	4.9%
Suspended or expelled	1.5%	No change	1.2%	1.3%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	50.0%	Up from 42.9%	43.6%	47.1%
Continuing contract teachers	71.4%	Up from 57.1%	79.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.2%	Up from 74.1%	81.9%	84.3%
Teacher attendance rate	95.5%	Up from 94.5%	94.9%	95.0%
Average teacher salary	\$41,745	Up 3.0%	\$38,722	\$39,924
Prof. development days/teacher	11.8 days	Up from 8.6 days	10.0 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	19.6 to 1	Down from 20.0 to 1	20.5 to 1	21.0 to 1
Prime instructional time	91.1%	Down from 91.6%	88.2%	88.9%
Dollars spent per pupil*	\$6,587	Up 7.5%	\$5,984	\$5,854
Percent spent on teacher salaries*	69.2%	Up from 63.3%	63.5%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	88.3%	Up from 81.3%	94.2%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of W.G. Sanders Middle School is to develop a community of productive citizens and life-long learners by respecting and promoting the total child through a structured, cooperative and academically challenging environment. W.G. Sanders Middle School's philosophy is based upon the foundation that the school must provide a setting for students to excel in academics, fine arts and athletics, thus contributing to their intellectual, social and physical development. Our students made significant accomplishments during the 2002-03 school year, with a Regional Science Fair Winner (1st Place, Junior Division, Basic Medical Science), state champions in Odyssey of the Mind, and a state winner in the Palmetto Health Trumpeter Contest. Other achievements included: S.C. Junior Scholars, Middle School Scholars, Duke TIP Scholar, District Honors Orchestra, District Honors Band, and Richland District One Middle School Girls' and Boys' track champions. Our school also was selected as a School of Promise Flagship winner.

Collaboration with health and human service agencies, business partners and community involvement has enhanced our instructional program. Those efforts include USC's School of Public Health - Health Professionals Partnership Initiative, Communities In Schools after-school program, City of Columbia/B.P. Barber - After-School Pre-Engineering Program, Palmetto Pride Grant Recipient, USC's TRIO Program and the State Chamber of Commerce's High Performance Partnership with First Citizens Bank.

Strategies implemented during the 2002-03 year based upon the needs of our students included: professional development focusing on enhancing mathematics and language arts teaching strategies across grade levels; restructuring instructional time to maximize quality time on task; after-school tutoring; and a school-wide test preparation program.

A larger percentage of students are scoring basic or above on PACT. Performance on the PACT was significantly higher in the area of English/Language Arts than in math. Areas targeted as needing to be strengthened include: providing additional opportunities for students to apply technology as a tool to extend learning; improving students' problem-solving skills; and employing instructional strategies that enhance academic rigor. Building stronger parent participation and attendance at School Improvement Council meetings, PTO, and school events will continue to foster student learning. We will focus our efforts on our targeted areas of improvement.

Demetria Clemons, Principal, W.G. Sanders Middle School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.